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The Seventh Book of Vergil's Aeneid. Edited for the use of schools. By WILLIAM C. COLLAR, Head Master of the Roxbury Latin School. Boston. Ginn & Co. 1893.

This book is the first of a new series of School Classics to be published by Ginn & Company. The volume at hand is a notable addition to American text books, exhibiting, as it does, a wide departure from prevailing methods. The aim of the editor throughout is to lead the pupil by the speediest path to the acquiring of a vocabulary and to readiness in translation, and to this end much attention is paid to the study of words. Different uses of the same word in other parts of this book and in other books of the *Aeneid* are noted, the end in view being always the comprehension and appreciation of the text, to which grammatical study is made wholly subservient. References to the grammar, with which the usual editions of Vergil bristle, are here noteworthy by their absence. Prefixed to the vocabulary, and occupying eighteen pages, is a list of words grouped according to roots, well calculated to help the learner to the rapid acquiring of a vocabulary. Another useful feature is the practice of giving beneath the text the Latin synonym of the more noteworthy words. The notes deal with little that does not affect the translation and the understanding of the text on the literary side. Everywhere they exhibit loving study of the Latin and painstaking endeavor to render the author into good English. Surely the boy who has studied them with care and in any degree absorbed the spirit of the book, cannot regard the work of translation merely as a mechanical process.

The work is beautifully printed and its size—4½x6½ inches—is very convenient for use. Exemplifying a method which, if rightly employed, cannot fail to cultivate the power of rapid reading and the ability to translate into good English, the book can be cordially recommended to the attention of teachers.

F. H. Howard.

Colgate Academy.

The Seventh Book of Vergil's Aeneid, edited for the Use of Schools, with Translation and Vocabulary. By WILLIAM C. COLLAR, A.M. Boston: Ginn & Co. 1893.

The notes of the preceding volume are in this edition replaced by the translation which faces, page for page, the Latin text. His reasons for printing the translation in a text book Mr. Collar states as follows: "I am convinced that there comes a time in a boy's education when translations of the classics may be used, under proper conditions, not only without harm, but with great advantage. There comes a time, and in reading such an author as Vergil it comes early, when instruction should cease to be directed to forms and syntax, should cease to be grammatical and philologi-

cal and should become literary ; when a classical work should be studied in a way to be appreciated, enjoyed, and judged as a piece of literature. To what degree this can be carried out, depends, in part, to be sure, upon the age and previous training of learners, and in part upon other circumstances ; but it is at least possible to lay great emphasis upon translation, and a detailed and critical study of translation is the best possible way to foster a literary sense and cultivate literary judgment.

"It is true that the way to learn to do a thing is to do it, and not merely to see it done. Hence boys and girls must practise translation a great deal. But they can also learn much from the study of good models ; and I think teachers hardly have a right to complain of the eternal baldness of the translations of their pupils, so long as they deny them access to the best models, and do not daily show them by their own performance to what they would have them aspire in form and diction. I have come to believe that both means are necessary—frequent translations by the teacher, especially to embody and enforce criticisms of daily lessons, and a certain amount of detailed study of the best printed translations. Of the latter, the study of a single book of the *Aeneid*, for example, or of the *Iliad* or *Odyssey*, or of a single oration of Cicero, may be enough."

The principles which have guided the translator, he tells us, are to reproduce so far as possible the exact meaning of the Latin, but without violence to the English idiom and where possible, to preserve the Latin order, and, without the use of distinctly poetic words, to impart to the translation a poetic flavor.

Whoever shall examine the translation critically, will find that the author has succeeded in an eminent degree in attaining the object at which he has aimed. First of all, the version possesses the prime requisite of readableness and when we come to compare it with the Latin we cannot but be struck with the masterly manner in which the translator has managed to express his author in passages where an infelicitous expression would have marred all. Perhaps the following extract, though by no means one of the most beautiful passages, may serve to exhibit the success with which Mr. Collar has grappled with a difficult problem.

"At once Alecto, steeped in Gorgon poison, turns first to Latium and the lofty palace of the Laurentine king, and crouches at the silent threshold of Amata, whom all a woman's cares and spite about the coming of the Trojans and the marriage with Turnus was heating to a glow. At her the goddess hurls a snake from her dark locks and buries it within her bosom's fold, close to the very heart, so that frenzied by this pest she may spread confusion through the whole house. The reptile gliding between her robe and her fair breast, coils about unfelt, and maddens unperceived, breathing into her its poisonous breath. The hideous snake becomes a golden necklace, becomes the festoon of her long fillet ; it twines in and out her hair and winds its smooth way over

her limbs. And while the infection, penetrating with moist venom, begins to steal over her senses and thrills her bones with fire, ere yet her spirit has quite felt the flame through her whole bosom, she speaks more gently, and as mothers are wont, shedding many tears about her daughter and the Phrygian marriage."

It would take too long to quote from the introduction the author's suggestions regarding the use to which it is intended the book shall be put in the class room. Suffice it to say that into two brief pages Mr. Collar has contrived to condense many helpful suggestions, the fruit of long experience. For teachers the chief significance of these two volumes would seem to lie in the fact that they exhibit the method by which a teacher eminently successful in accomplishing the ends for which all are striving succeeds in reaching his results. In spite of much evidence to the contrary, most teachers believe that the study of the classics should result in a finer sense for language and an enlarged power of expression in English, and any tried contribution to that end ought to be thankfully received.

F. H. H.

Exercises in Greek Prose Composition. Based on Xenophon's Anabasis, Books I—IV. By WILLIAM R. HARPER, Ph.D., LL. D., and Clarence F. Castle, Ph.D. New York: American Book Co.

Prefixed to the exercises in this book is a chapter of suggestions on composition, consisting of clearly expressed statements of various constructions and idioms which the beginner needs to have in mind. For the exercises that follow the text furnishes the model and the vocabulary. It is not expected that any class will need to work through all the exercises in the book and accordingly those based on books I and II begin with simpler sentences and gradually lead up to those of more difficult construction. As the sentences are divided they are usually short, but are frequently connected in thought through the paragraph. Following the written exercises there are three groups of easier sentences based on books I—III and designed for oral practice. Finally there is a chapter on "Inductive Studies in the Greek Modes" based on book IV. These consist of groups of typical sentences taken from the first four books of the *Anabasis* followed by "Observations" which the student is expected to verify from the examples. Then follows an exercise for composition, consisting of isolated sentences; and at the end the results of the observations are recapitulated in tabular form.

The exercises seem well adapted to the purpose of the book and they are numerous enough to suit varying demands. It would seem, however, that if the method of recomposition upon which the book is based is to be of real value in cultivating the pupil's power of observation, the foot-notes under the text are somewhat